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ABSTRACT

A study was conducted to determine what job placement specialists need, as professionals, to be better equipped to serve the employment-seeking population. Survey information was gathered from four sets of sources: job placement personnel; business and industry; a nationwide survey of programs; organizations, training, and curriculum existing in other states; and a statewide search of four-year public postsecondary institutions. Overall, the responses demonstrated a need and provided a strong basis for the development of a job placement training program. (Following the narrative, which also includes data tables and comments, are the objectives for the six training modules that are the basis of a recommended curriculum. Information on preservice and inservice training is accompanied by copies of a proposed preservice college curriculum and a two-day inservice training program for job placement personnel. Appendixes contain instruments, definitions, a list of job placement tasks, and a sample job description.) (YLB)

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CURRICULUM FOR TRAINING JOB PLACEMENT PERSONNEL IN MICHIGAN

ED284047

Funded By:
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Prepared By:
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FOREWARD

The need to effectively place an individual in a successful career choice is greater now than at any other time. Business and industry are continually making larger allowances in their budgets for technical development, automation and a changing work force. Foreign competition and technological advancement are new frontiers to which business and education must respond in preparing potential employees for the work force. Change in the "job market" is imminent. Education must be receptive to change and sensitive to the needs of educational practitioners. This study deals with the needs of job placement personnel and what must occur to assist them in meeting the needs of business, industry and the individual clients. This study will indicate what job placement specialists need, as professionals, to be better equipped to serve the employment seeking population.

Communication between business, industry and education is crucial. Input from these individuals is referenced in this study. A great deal of time and energy was given to Vocational Education Counseling and Placement Services staff by concerned professionals in order to provide improved placement services. We want to thank the Placement Steering Committee, the Michigan Department of Education, Vocational-Technical Education Services, the surveyed businesses, industries and job placement personnel for their time and input into this study. The enthusiasm and concern shown by all parties indicate the need and willingness to help initiate the changes needed to provide improved job placement delivery.

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INTRODUCTION

For many years Michigan has recognized that placement of students in jobs is a responsibility of high schools, area vocational centers, and community colleges. Several years ago pilot programs were funded which provided, on an experimental basis, full-time job placement coordinators in selected local educational agencies.

Comprehensive job placement programs are an essential component of vocational/career guidance. Careful and well thought-out career planning and job placement has emerged as a major priority for educational institutions, local agencies, state and local units of government, students and parents. Teachers, guidance personnel, and especially job placement specialists are concerned in providing quality placement services to the aspiring worker. Thus, in order to be prepared, students need quality services and updated materials containing information on occupational and educational opportunities.

Job placement programs have become an increasingly important aspect of educational programming for a number of reasons. The use of student placement and program-related employment as a measure of accountability for vocational education programs has focused the attention of vocational educators on the job placement process. Increasing concern for a variety of special populations has resulted in additional attempts to provide job placement services for these individuals. Competition for jobs has intensified as technology and foreign competition have produced changes in the United States economy. The resulting demand for job placement programs has increased the complexity and range of providing such services.

Job placement programs have been mandated in several states. In others, schools have developed programs either alone or in cooperation with other educational and community agencies. With a number of exemplary programs now operating in various configurations, the direction for the future is the further development of trained, qualified personnel to deliver job placement services. Further, there is a need for these individuals to develop or improve existing programs through a planning and evaluation process.

In order to insure that schools can provide quality job placement programs, opportunities must be made available for current and prospective job placement personnel to develop those competencies and approaches that lead to effective local district programming. Accordingly, we believe that the contents of this curriculum identify necessary job placement competencies and will be a valuable tool for state planners, professional organizations, job placement personnel and others who desire professional development opportunities and quality job placement programs. The term "job placement" as used herein describes the system which assists individuals in choosing from diverse options while simultaneously providing opportunities in the hope that they will find the occupation for which they are best suited.

PHILOSOPHY

The following philosophy will assist practitioner understanding of and responsibilities for job placement program delivery.

- The philosophy for job placement and follow-up must be compatible with that of vocational career guidance.

- Vocational/career guidance must provide an organized counseling and job placement assistance program for all exiting students and alumni.

- Vocational/career guidance provides for the dissemination of employment information between students and employers.

- Comprehensive follow-up data is vital in determining the degree to which programs meet their objectives.

- A comprehensive job placement and follow-up program must include an organized employer/employee feedback system.

- The job placement and follow-up program must include a comprehensive record maintenance system.

- The job placement and follow-up activity must include a means of analyzation, dissemination and information utilization.

DEVELOPMENT OF THE STUDY

In the seventies, the Kalamazoo Valley Intermediate School District's Michigan Placement Competency Training (MPCT) Project conducted a statewide survey in which the training needs of those who work with job placement were assessed. From this survey, curriculum materials for use in training Michigan's job placement personnel were developed. In 1981, the competencies identified by the MPCT were completely revalidated. However, the training workshops that resulted from the validation process were discontinued due to a lack of available funding. As part of Vocational Education Counseling and Placement Services (VECAPS) competencies necessary to provide job placement services were validated once again to form the nucleus of a curriculum for use in pre-service and in-service training. Data collected via the MPCT project was reviewed along with data collected from a renewed validation process utilizing a number of surveys to business and industry, job placement personnel, state supervisors for job placement, and four-year educational institutions in Michigan.

A steering committee was established to give VECAPS input pertaining to the identification of job placement competencies and the development of a job placement curriculum. This committee consisted of professionals from education, business, industry, and community agencies. The committee provided excellent input relative to the content of the surveys and appropriate survey groups. The comments made by practicing job placement personnel, business and industry have provided a basis for the development of a useable curriculum with multiple applications. It was the mutual decision of the committee that business and industry should be incorporated into the curriculum by acting as resources, deliverers and sources of training content.

VECAPS designed the curriculum from survey information gathered from four sets of sources: job placement personnel, business and industry, a nationwide search and a statewide search of four-year public postsecondary institutions. The job placement survey was designed as an open ended questionnaire to facilitate a response more conducive to the collection of practical needs, ideas and examples. The survey involved questions from the original MPCT program. The staff of VECAPS conducted a random survey of job placement professionals through various means (mail, telephone, and personal contact). The fact that one hundred percent of the placement personnel responded clearly indicates a strong interest and need for a job placement training. The job placement practitioners surveyed were identified by three different criteria: four years or more involvement in job placement, professional involvement (i.e. Michigan Association of School Placement Personnel, Michigan Occupational Education Association), and program quality as recognized by superiors and peers. The survey reached a cross section of personnel throughout Michigan.

The business and industry survey was a new component since the MPCT program. Contact was made with the West Michigan Employers Association via the Vice-Chair, Governmental and Community Affairs, of the Grand Rapids Area Chamber of Commerce. The survey was mailed to 350 businesses and industries chosen by a random sampling. Again, the geographic area and company's number of employees (i.e. size) was taken into consideration to form a distribution of reliable data collection. The response to this survey was exceedingly positive with 305 completed surveys for a return rate of 87.1 percent. This indicates that the businesses and industries are in search of qualified job placement personnel and place significant value on job placement functions in our schools.

A third survey was mailed to all State Departments of Education, Vocational-Technical Educational Services or their counterparts. This survey was also a new addition since the MPCT. Of the fifty one surveys mailed, thirty percent or fourteen states and the District of Columbia returned completed surveys. The purpose of the nationwide survey was to search for organizations, programs, in-service training, practitioners' standards, state endorsement/certification requirements and/or institutional coursework/curriculum existing in other states.

The fourth and final survey was a Michigan public, postsecondary search. This telephone survey searched for undergraduate programs that would be available to individuals who may seek college credit in job placement. A one hundred percent response was obtained by telephoning representatives from these institutions. Very little, if anything, is being offered for students or professionnals wanting a generic or specific concentration of coursework in job placement.

Overall, the responses to the four surveys have demonstrated a need and provided a strong basis for the development of a job placement training program. Copies of the surveys as well as detailed analysis of the findings are included in this report.

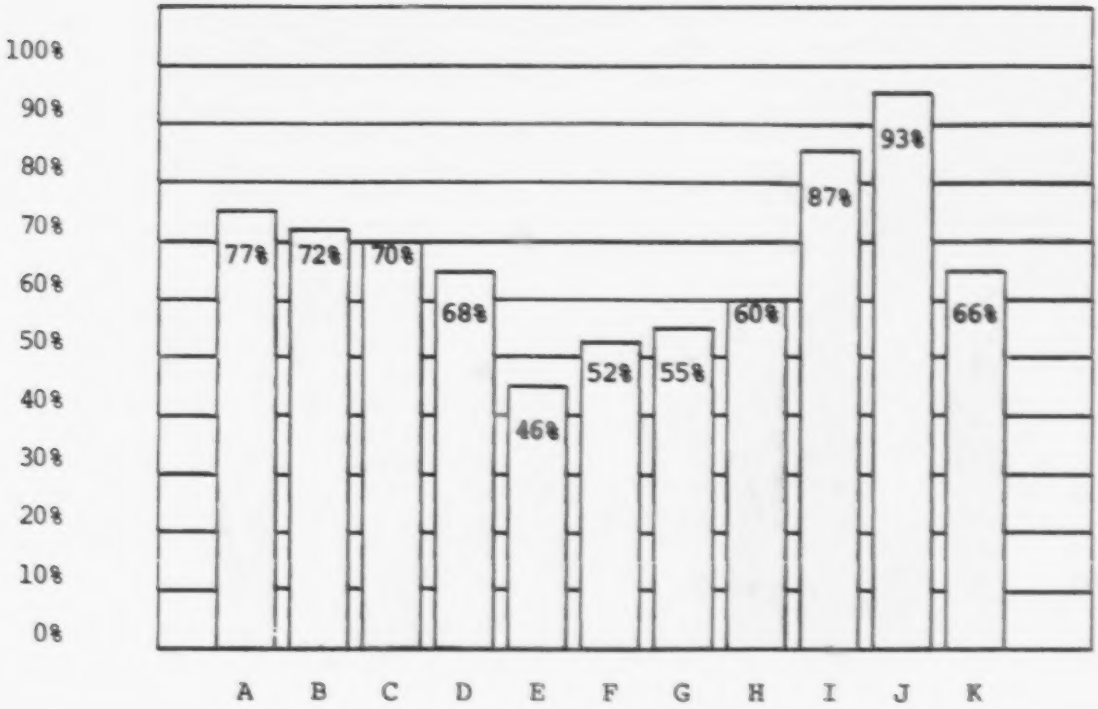
BUSINESS AND INDUSTRY SURVEY RESULTS

The employer survey was developed with the assistance of the Placement Steering Committee. Special suggestions and comments were made by the representatives from business and industry. The excellent return rate was due to the cooperation from the West Michigan Employers Association and the Grand Rapids Area Chamber of Commerce. The main task of the survey was to get feedback on how the employers, users of the job placement function, perceived the skills necessary to be a successful job placement specialist.

The results of the survey were tabulated by giving a numerical value of three to VERY IMPORTANT(VI), a numerical value of two to IMPORTANT(I), and a numerical value of one to NOT IMPORTANT(NI). The values were multiplied by the number of responses per item. Table 1 provides a graphic display of the percentages and tables 2 through 12 provide a rank order from the most to the least important. While reading this section, keep in mind each item was considered important by both the steering committee and practitioners.

Additional suggestions from the employers are in this section following the tables. These comments refer to a variety of characteristics and skills employers feel job placement people should possess.

TABLE 1



A = Ability to make initial contact with a potential employer.

B = Ability to synthesize school curriculum to the related job.

C = Ability to keep current on employer's job openings.

D = Ability to understand employer's hiring standards, policies, work requirements, pay structure, etc.

E = Ability to coordinate employer's participation in special projects, job fairs, career days, etc.

F = Ability to market school programs through marketing strategies.

G = Ability to interpret and explain or have knowledge of child labor laws, minimum wage requirements and/or equal opportunity requirements regarding minorities, women and the handicapped.

H = Ability to communicate to the community or other non-school related groups about various programs.

I = Ability to pre-screen students with regard to the job requirements.

J = Ability to make an overall assessment of a student's employability skills and readiness for job placement.

K = Ability to organize a follow-up procedure with placed students and employers.

TABLE 2

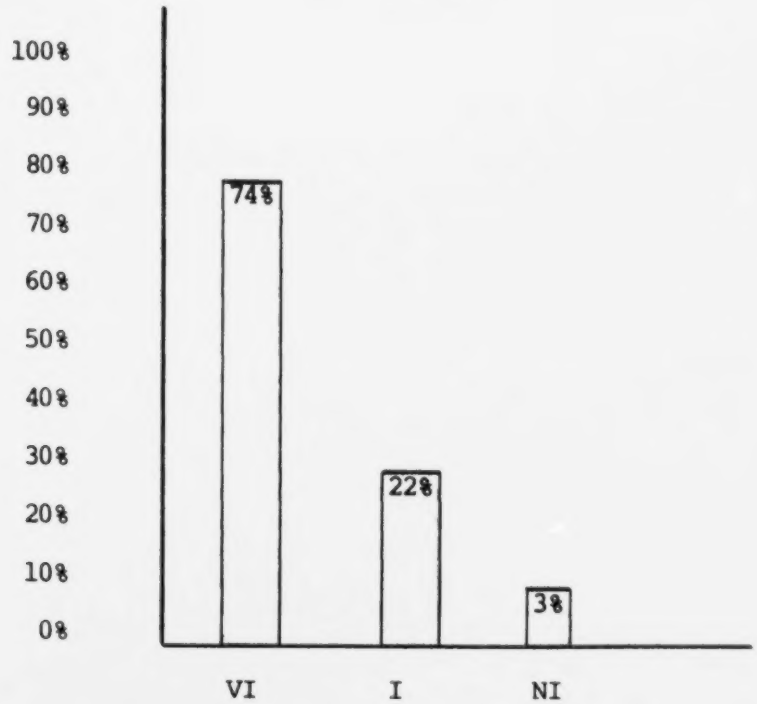
EMPLOYERS RANKING OF SKILL/ABILITIES

1. Ability to make an overall assessment of a student's employability skills and readiness for job placement.
2. Ability to pre-screen students with regard to the job requirements.
3. Ability to make initial contact with a potential employer.
4. Ability to synthesize school curriculum to the related job.
5. Ability to keep current on employer's job openings.
6. Ability to understand employer's hiring standards, policies, work requirements, pay structure, etc.
7. Ability to organize a follow-up procedure with placed students and employers.
8. Ability to communicate to the community or other non-school related groups about various programs.
9. Ability to interpret and explain or have knowledge of child labor laws, minimum wage requirements and/or equal opportunity requirements regarding minorities, women, and the handicapped.
10. Ability to market school programs through marketing strategies.
11. Ability to coordinate employer's participation in special projects, job fairs, career days, etc.

Guide for reading charts and percentages
VI = Very Important
I = Important
NI = Not Important

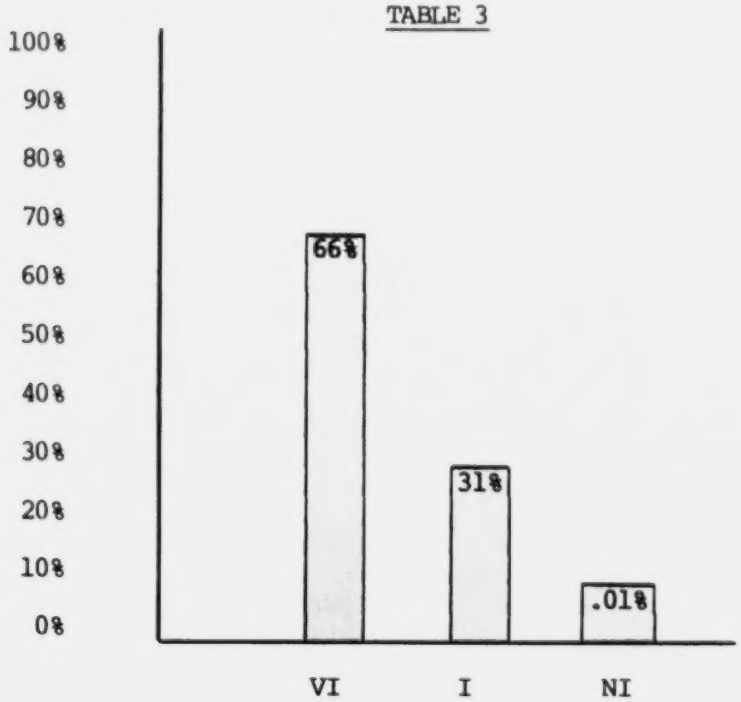
QUESTION ANALYSIS IN PERCENTAGE

TABLE 2



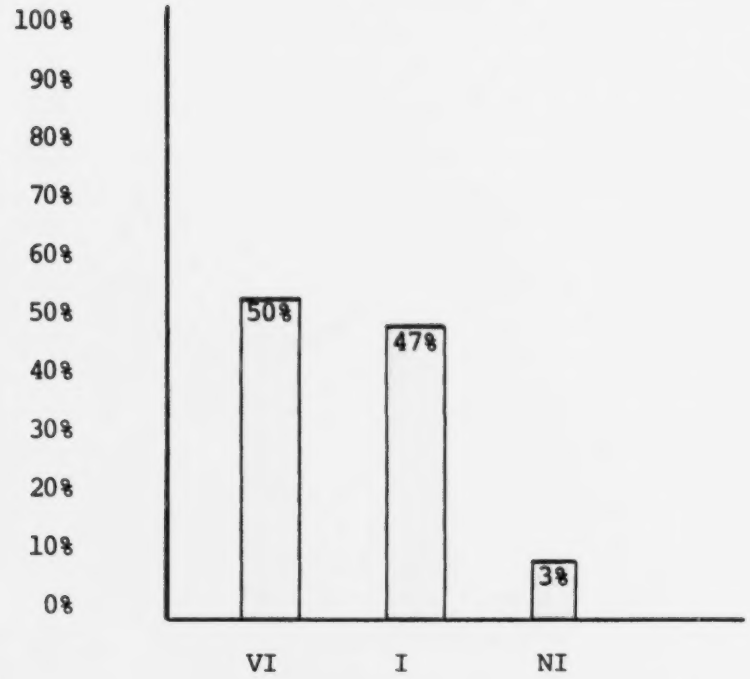
1. Ability to make an overall assessment of a student's employability skills and readiness for job placement.

TABLE 3



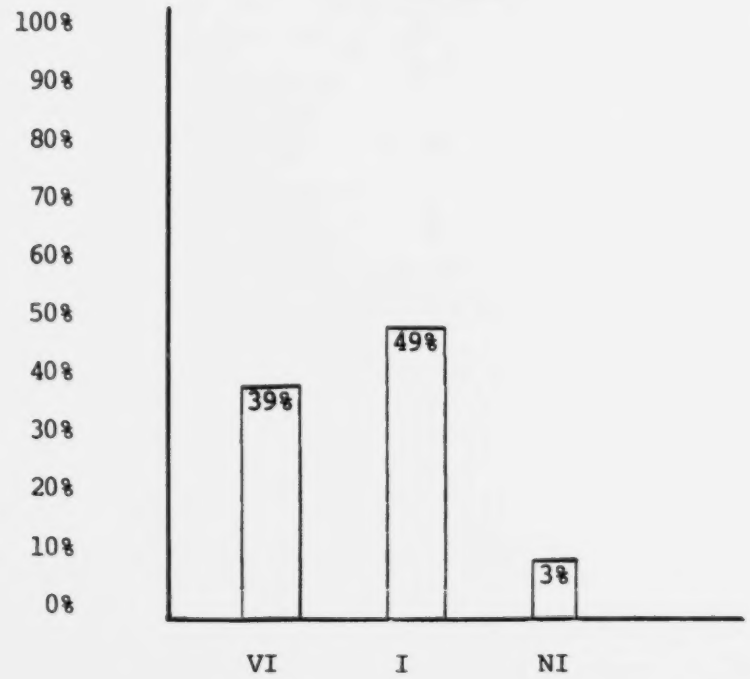
2. Ability to pre-screen student with regard to the job requirements.

TABLE 4



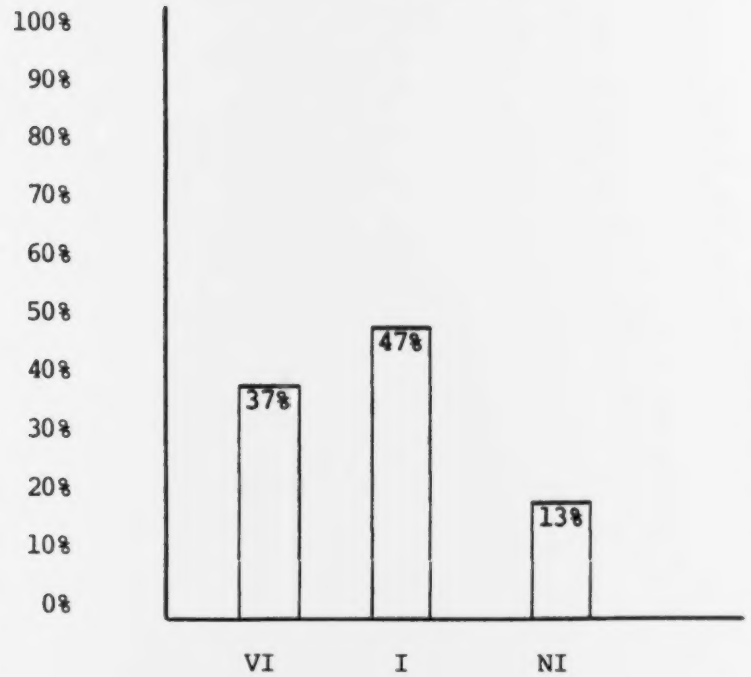
3. Ability to make initial contact with a potential employer.

TABLE 5



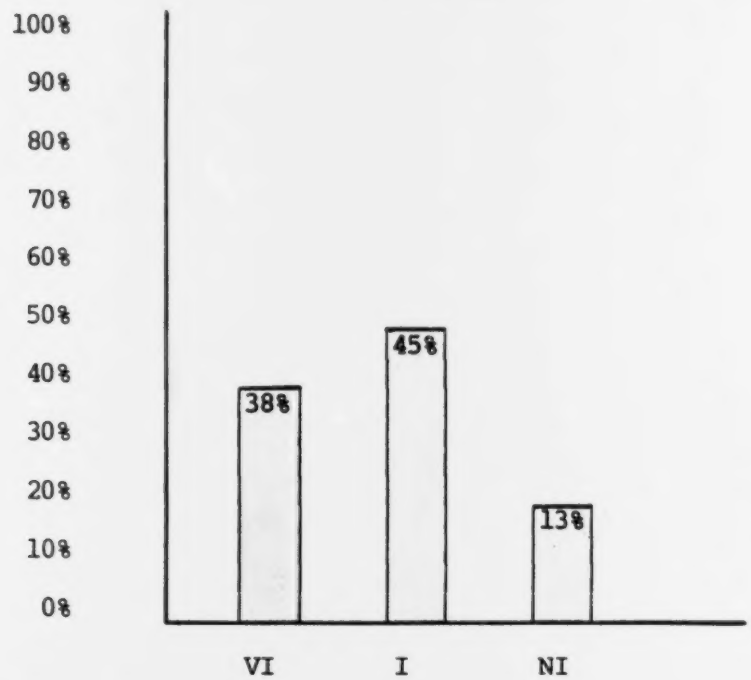
4. Ability to synthesize school curriculum to the related job.

TABLE 6



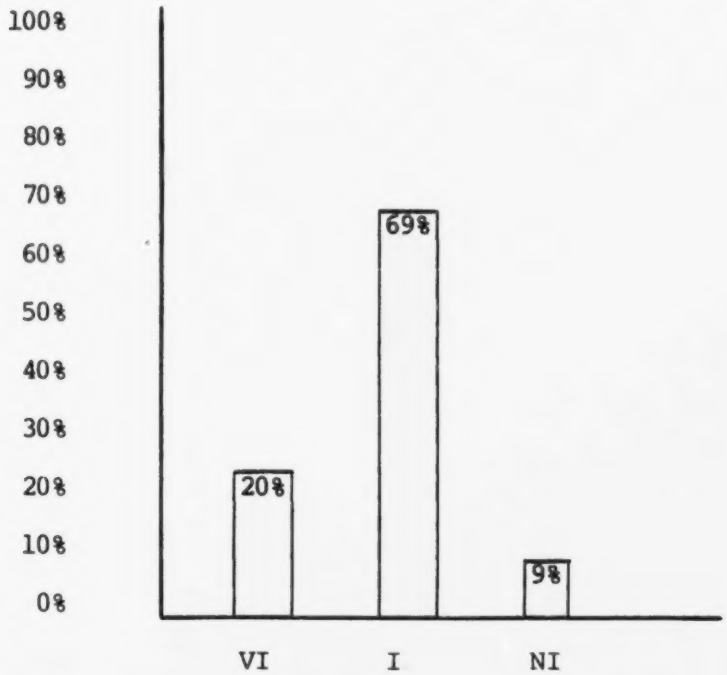
5. Ability to keep current on employer's job openings.

TABLE 7



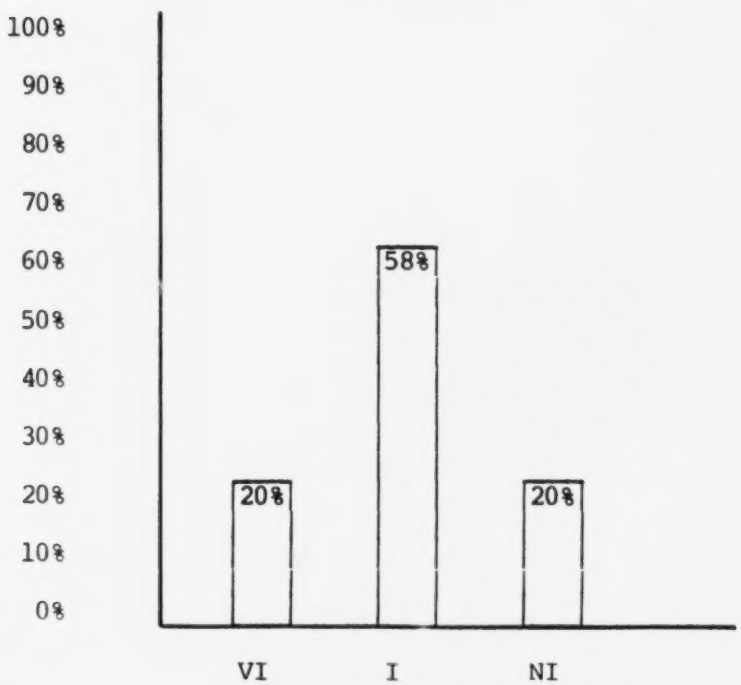
6. Ability to understand employer's hiring standards, policies, work requirements, pay structure, etc.

TABLE 8



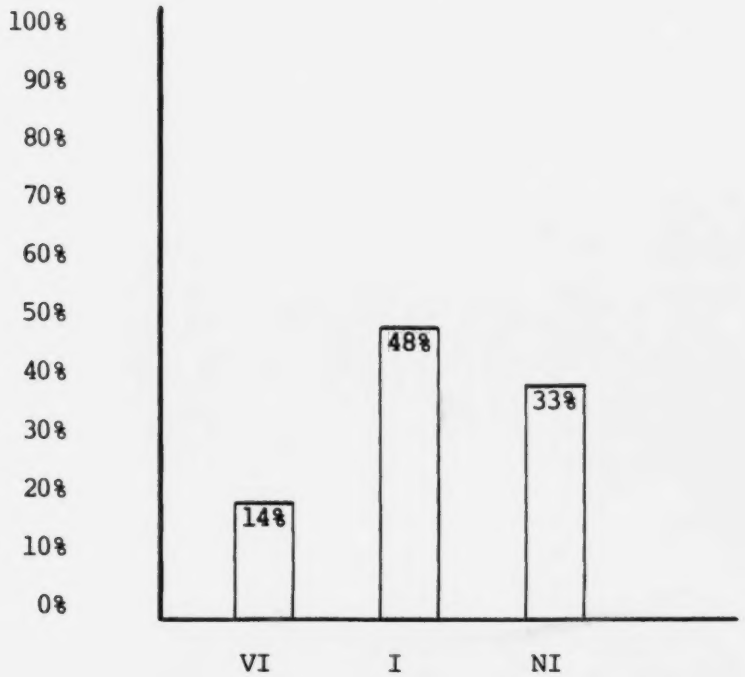
7. Ability to organize follow-up procedures with placed students and employers.

TABLE 9



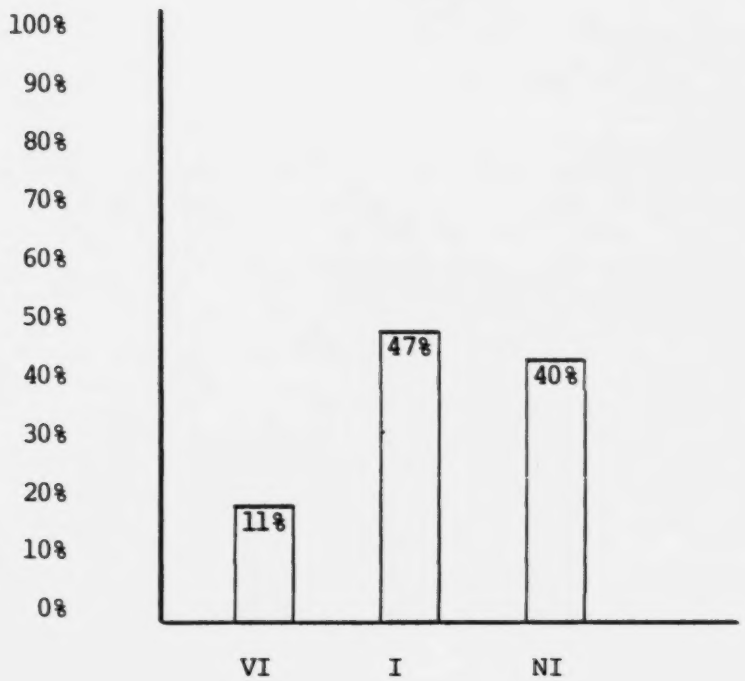
8. Ability to communicate to the community or other non-school related groups about various programs.

TABLE 10



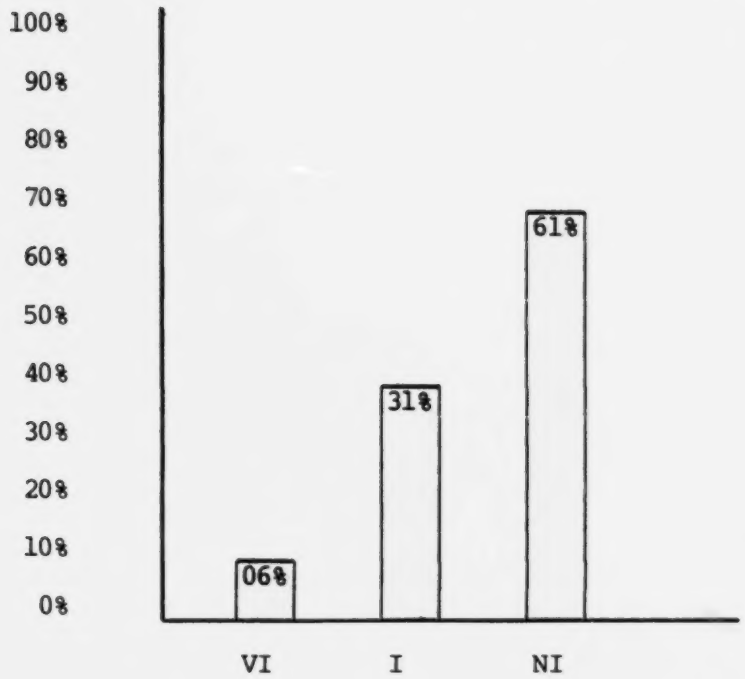
9. Ability to interpret and explain or have knowledge of child labor laws, minimum wage requirement and/or equal opportunity requirements regarding minorities, women, and the handicapped.

TABLE 11



10. Ability to market school programs through marketing strategies.

TABLE 12



11. Ability to coordinate employer's participation in special projects, job fairs, career days, etc.

EMPLOYERS' ADDITIONAL SUGGESTIONS:

QUESTION:

CAN YOU BRIEFLY DESCRIBE SOME CHARACTERISTICS AND SKILLS THAT WOULD MAKE A PLACEMENT PERSON SUCCESSFUL WITH YOUR ORGANIZATION?

- A background in hiring and/or placement in the private sector. A sense of urgency as time is definitely money when it comes to filling vacancies
- Knowing what placement personnel want to do, preparing for it, and doing it with integrity
- Placement persons should know their product and buyer; should possess the ability to secure a contact person with a company for available positions
- Should develop an understanding of the service industry and ability to gain a general understanding of a job and skills needed, through minimal contact with that job
- Should possess four years placement experience, good math ability, good communication skills
- Should visit the plant and become familiar with the type of work to be performed and the skills required
- Communication follow-up (be able to understand the needs of a co-worker, no two are alike)
- Honest, good judgement of student's ability
- Assessment ability, good recruiter, understanding of company needs
- Quality contact with employer, knowledge of jobs the employer needs to fill, on site visit very helpful
- Good verbal skills and vocational knowledge
- Should project their concern to employer as to the selectivity of proper students for the job
- Placement contacts should be through the Personnel Department
- Should have the ability to understand the difference between placement for skilled and unskilled labor as compared to college level and upper management functions
- Should relate learning skills to specific jobs in industry's use of training skills produced
- Should compile a list of employer names to direct information regarding their needs and receive information expanding on requirements; coordinate job fairs in strategic places where interest is mutual

- Honest assessment of students is necessary, not the standard positive answers only to justify existence of placement program

- Maintain communication with employers as to hiring climate, reasons for hire or why didn't the person get hired (so as to avoid sending similar candidates in the future)

- Should recognize that larger and smaller employer's practices are different and therefore their response to the other questions will probably give you a variety of readings

- In order to save you time and wasted effort, employers should call you when a vacancy exists Employers should be able to identify the position and you relate to it I think quick response to our needs and whether or not you can fill them is very important so we can try other sources

- Meet with our people and see the facility Maintain contact at least once a month to get updated on current and projected positions Let us know what type of clients you work with so we know the background available

- Must be knowledgeable about the type of business we have, must have a close rapport with the person in charge of hiring Must understand the type of worker wanted by our company

- Find the right people for the right job openings

- Very well organized person

- Have understanding of the manufacturing environment

- Be available to answer questions both before and after hiring

- Knowing what students are looking for work in the last two years of high school

- Initial contact followed by effective pre-screening and then by helping us successfully filling the opening

- Ability to project company manpower needs and communicate them to faculty and students and relate studies to needs

- Ability to evaluate basic skills in an applicant We have found that communication skills (reading, writing, speaking) are the single most important factor in whether or not an employee is successful

- Willingness to learn our skilled trades Various machine skills open presently with poor profile of applicants showing interest

- The ability to match the type of person to the type of work required Qualifications are not my only concern when filling a position Placement offices tend to send anyone who can type to fill an office position

- Ability to realistically react to job openings and to update our organization as to the status of the search

- Know and understand our business Be aware of the background required for the majority of our opportunities

- Have device to measure work ethic of job candidates To what degree is the candidate a responsible citizen Does he/she really believe in self evaluation and the ideals of becoming the best that you can be

- Prior company knowledge, ability to assess students skills in placement

- Self starter - highly motivated - career oriented - communication skills-technical ability

- Most placement people take too long to start sending applicants - usually three weeks. When we need an employee, we needed that person yesterday

- Good overall knowledge Ability to separate different employment levels-people vs. skills vs. job

- Friendly but not pushy; ability to refer more than one student for a position

- Ability to respond quickly to changing requirements - our industry changes quickly and we need to respond to that fact as quickly as possible

- Having the placement person get familiar with our company and its needs before trying to place a person with us

PLACEMENT PERSONNEL SURVEY

A cross section of school based job placement personnel in Michigan were surveyed in an open-ended response format. This was done to avoid duplication of surveys that were conducted by MASPP in 1978 and MPCT project in 1981. A comprehensive list of tasks that was revalidated several years ago by MPCT is included in the appendix.

Questions three through eight on this survey are asking the respondent to formulate an opinion. VECAPS staff have taken the opinion responses and assembled a composite of qualities, characteristics and skills necessary to become a successful, useful job placement person.

A successful job placement person is self-motivated, outgoing, creative, organized, understanding person who has a solid understanding of the business perspective. Such an individual will communicate daily with a variety of people ranging from students and teachers to business personnel. It is essential that both experienced and inexperienced job placement personnel keep current on the trends in the job market, labor laws, working with non-traditional clients, and special need populations. Job placement personnel feel special attention should be directed to the interfacing of vocational career guidance and the real world of business and industry.

Future problems, as seen by job placement personnel, revolve around funding sources. If money is made available to these specialists, problems with updating materials for training will be lessened. Funding will help in preparing special need populations for employment and additional funding will allow for more contact with business and industry (i.e. time out of the educational setting). Another futuristic concern is the time involved for educational change. Business and industry change their needs on a regular basis and education struggles in trying to keep current.

The final question asked to job placement personnel dealt with the issues of licensing/certification and the educational background needed by job placement professionals in order to be effective on the job. Results seemed to be split over degree requirements. Some felt a two year degree would be sufficient, others felt a four year degree was essential, and still others saw no need for any type of degree whatsoever. The majority of the practioners surveyed feel an associates or bachelor's degree is important when employed by an educational system. The one suggestion that did receive a unanimous vote was the need for job placement personnel to receive a practical business work experience. The average amount of business experience for surveyed job placement personnel was about two years.

The comments and perceptions of job placement personnel about their profession are listed on the following pages.

PLACEMENT PERSONNEL RESPONSES

QUESTION:3

WHAT ARE YOUR STRENGTHS THAT HELP MAKE YOU A SUCCESSFUL PLACEMENT PERSON?

— A variety of experiences in vocational education, self-motivated, knowledge of postsecondary schools and programs, counseling/guidance experiences and some training in understanding of youth

— Very outgoing personality, ability to deal with the situation at hand, care for students

— Innovative, creative, outgoing, able to take risks, etc.

— Interested in communicating with people, likes to help people

— People skills

— Employer contacts/social contacts

— Personable, well organized, good knowledge of business/industry/education, occupational as well as educational experiences

— Commitment to quality for credential files and an employer

— Ability to meet with students and employers

— Know the basics in all fields of Vocational Education. Listen closely to what students and employers say Respond promptly to student employer requests Follow up placements with both graduates and employers Keep office time down, visit classes and employers, get to know them

— Local contacts, knowing the "right" person who makes the decision, meeting with business and industry people to find out what their needs are/will be; ability to teach students employability skills

— Organizer, communicator

— Varied background in business and industry

— Good intervention skills

— Empathetic, understand teens' needs and attitudes, like to teach Good sales person Understanding the business world and business person's perspective

— Versatility, able to do many types of tasks, ability to communicate with people from all walks of life, and different age groups

— Communication skills, grant writing, diplomacy, problem solving, administrtive skills, perseverance

QUESTION #4

WHAT COURSES OR SEMINAR TOPICS WOULD YOU RECOMMEND TO EXPERIENCED JOB PLACEMENT PERSONNEL?

— Employee/employer interaction and training, career planning, issue of entry level employment, labor laws and liabilities

— Adult learning experience (non-traditional experience) learning how to conduct workshops in Employability Skills Training, labor market, economic development

— Time management, information sharing with other professionals in your area, Educators-In-Industry type workshops

— Update on new labor laws Changes in job trends

— Sales and public relations, time management due to added responsibilities, Department of Labor and state/federal youth labor laws, civil rights legal consideration for placement

— Urban placement, update basic skills....communication...etc.

— Scope, role and mission of occupational education and training, the corporate structure, small business management, liability of students in the work place, co-op coordination technique

— "Confidentiality VS. Complacency and Familarity"
"From Our View" — responses from business and industry—follow-up/feedback from clients of one's services resources

— Where are the "Living Wage" jobs going to be How to help students do their own networking for a job search Finding placement for special students

— Dale Carnegie, professional selling skills

— Anything that would help identify special needs, employers as well as special skills of client need to be matched

— "Sales Techniques", "Seeing each person as a new and different individual" "Things to look for in a good employee"

— Interfacing with vocational education, partnership with employers (training sites at a local business), client motivation, alternative funding sources

— Public relations, JTPA/grant writing/implementations, program administration

QUESTION #5

WHAT COURSES OR SEMINAR TOPICS WOULD YOU RECOMMEND FOR PLACEMENT PERSONNEL NEW ON THE JOB?

— Employability skills training, small business communication, history of vocational education and job training, vocational guidance

— Learning about local business and industry, area economic development and its relationship to education

— MASPP conference, record keeping for validation when working with new and existing programs, labor laws, client contacts

— Liability, psychology, communication, marketing; learn how to organize support groups for your programs

— Practice communication with employers, recognize employers that fit your area Ability to make employee contacts

— Sales, public relations, knowledge of business, personal growth counseling based courses

— Selection/recruitment, grant writing skills, sales program, know your product

— Role, scope and mission of placement and the placement office, how to operate a good placement office/program

— Credential files-what are they and how are they used "Career Fairs;" "On Campus Interviewing"; profit vs. non-profit placement services; evaluation/feedback/follow up, confidentiality, resume styles and how to use them, interviewing techniques, resources - the best of the many career assessment tools

— Listening skills, time management, how to use your office workers to free you up to get to know the students and employers

— Dale Carnegie, professional selling skills, labor market research (read, study, evaluate)

— Funding sources, grant writing, computerized systems

— Labor laws, employability skills training

— Understanding the business world, how to sell yourself and your program, things to look for in a good employee

— Basic organization of a placement office

— Job development; relating to school secretaries, administrators, counselors, teachers, co-op coordinators; employability skills

— Labor laws, employability skills, placement record keeping

— Knowledge of all local community based organizations and their role in placement assistance, especially JTPA Procedure of setting up a placement office layout and equipping the office. Knowledge of working with labor unions Effective use of evaluation and follow-up of graduates and drop-outs Special needs training Ability to analyze and evaluate occupational information Knowledge of Michigan Occupational Information System Knowledge and the role that Michigan Employment Security Commission plays Procedure of setting up an occupational information library on job requirements, training and trends Knowledge and role of the Private Industry Counsel and chief elected official in your local area Extensive employability training Knowledge of record keeping as it pertains to placement office Skills in conducting counseling interiew techniques Training in basic vocational guidance procedures Ideas on setting up Career Awareness Day with employers setting up hiring booths Basic computer training as as it pertains to the placement office

QUESTION 6

WHAT PERSONALITY TRAITS DO YOU FEEL WOULD BE IMPORTANT FOR A SUCCESSFUL PLACEMENT PERSON?

— Outgoing, patient, consistant, assertive, flexible

— Compassionate, sensible, flexible

— Detailed, organized, flexible, supportive, outgoing, aggresive

— Salesman, flexibility, (talk with 16 year olds and then go and talk with an employer)

— Directive, flexible

— People person, friendly

— Outgoing, confident, people oriented

— Outgoing, personable, humble

— Endurance, creative intelligence, honest, consistent, respect for individuals.

— Sincere interest in people, honest, dependable, adaptable, hard worker, friendly

— Determination, desire, discipline, positive, attitude, good communicator, (verbal and written)

— Adaptable, able to see the overall objectives of a project

— Outgoing, aggressive, people person

— Outgoing, ability to operate on client centered/based level

— Outgoing, positive, flexible, patient, understanding, friendly, adaptable, energetic, good-natured, business like, unprejudiced, and assertive

— Independent yet able to work with others, energetic yet deliberate, thoughtful yet outgoing, well organized yet flexible

— Self motivated, assertive, persuasive, enthusiastic, patient compassionate, honest, people-oriented

QUESTION 7

WHAT DO YOU SEE ARE THE FUTURE PROBLEMS THAT PLACEMENT PERSONNEL WILL BE FACING?

— Liability issues, related vocational training to job demands

— Adult people with experience and retraining programs, placing handicapped populations

— Funding for quality programs and more high school requirements for school graduates

— Funding, more definition of responsiblities

— Funding, declining enrollment

— Lack of money to do placement, no state-wide support

— Money, cut backs are made in support services, public relations between high school and career centers

— With fewer skilled graduates, placement personnel will be challenged to place more special needs students with fewer skills in order to maintain and justify, their own positions

— Lower demand for "white collar" workers; high demand for service workers of lower education and for specialized education

— Funding

— Money to support placement, outdated programs and equipment, producing a product that no one wants, more paperwork cutting into time with students and employers

— Unreal employers' expectations, changing labor market - changes faster than curriculum, changing labor market, relocating of the work force

— Funding, support from Vocational-Technical Education Services

— Funding, working special needs populations, placing underprepared (academically and skill level) students

— Liability concerns of employers

— In this area, trying to match contemporary needs of employers with skills provided locally

— Keeping abreast of job market trends and keeping one foot enough in business so we know what is really going on

— Shortage of young workers to place, no upward mobility for placement people

— Placement professionals will continue to be considered "second class citizens" in the K-12 environment until: 1.) placement is mandated by the State and backed by funding; 2.) some process for licensure is adopted which will protect placement professionals jobs in the schools

— Liability issues, lack of support outside of vocational education

QUESTION 8

IF YOU WERE IN CHARGE OF LICENSING OR CERTIFICATION OF PLACEMENT PERSONNEL, WHAT EDUCATIONAL BACKGROUND AND/OR EXPERIENCE WOULD YOU REQUIRE? (e.g. in-service training, competency testing, internship, degree etc.)

— Require in-service training, past experience should articulate from training via some type of documentation process, two years of postsecondary schooling, internship with a placement person with three plus years of experience (trainer staff for interns should be certified by state)

— Co-op experience, apprenticeship

— Periodic update via classes, seminars and in-services I don't feel a degree is essential for a placement person, however, I feel being updated is important and being well trained in the beginning is the key

— Get the best person for the job, no education, a great deal of education They need training vs. education The person must have the personality for the position Some consistency in their training or uniformity in what they need to know

— Degree-recommended, internship-perhaps required...basic exposure assures information, get commonality about the placement background

— No degree totally necessary..degree is important for "peer" relations not with business Knowledge of business just to understand what goes on You need competent people with the right personality traits; need some type of training/in-service etc.

— Four year college degree minimum, some social science, psychology, social work, some background in marketing, business etc.

— 1. An earned B.S. degree and a valid teaching certificate
2. Completion of a state competency exam
3. Occupational experience (recent and relevant)
4. Make these requirements necessary for a placement specialist endorsement to a teaching certificate and require all placement personnel to have the endorsement

— M.A. in counseling or MBA; two internships — one in a placement or counseling center, and a second one within business In-service training; certification based on: degree, recommendation; and a test (i.e. similar to National Certified Counselor process)

— Four year college degree, two years in business

— Experience in business or industry in management or supervision Experience in vocational education. In-service training in placement competencies and organization of placement services

— With the assumption that the licensing or certification is actually necessary: (1.) consider grandfather existing personnel (2.) develop a training program for practitioners (not sure of exactly what I'd incorporate now) (3.) mandate background in private sector

— College degree, business experience

— The most successful placement people I know are those with education and employment backgrounds A degree is not as significant as experience in business and industry; I feel an associate degree would be a minimal requirement

— Competency test, work experience outside of education

— Advanced degree with specialty, continuing education or in-service periodic testing or assessment

— At least a bachelors degree with some psychology or teaching, counseling helpful, at least two years in business Internship is a great idea

— Bachelors Degree, two years experience in industry, public speaking ability, internship in "sales" type training

— I would recommend a competency test similar to the one used by the Public Relations Society of America (PRSA). The test is conducted and scored by the PRSA members. Public relations professionals are using this test to help professionalize the P.R. profession. I think placement, with the aid of the Michigan Association of School Placement Personnel should consider the same type of testing.

— BA or equivalent, counseling skills Internship for a new personnel

POSTSECONDARY SURVEY

A telephone survey to all four-year Michigan public colleges and universities revealed no classes were offered which dealt with the teaching of job placement competencies or education-based job placement programs. These institutions indicated the only placement their students were exposed to was through the campus placement office.

Those institutions surveyed include the following:

- Central Michigan University
- Eastern Michigan University
- Ferris State College
- Grand Valley State College
- Lake Superior State College
- Michigan State University
- Michigan Technological University
- Northern Michigan University
- Oakland University
- University of Michigan - Ann Arbor
- University of Michigan - Dearborn
- University of Michigan - Flint
- Wayne State University
- Western Michigan University

A national search for state-level job placement standards was also completed. VECAPS staff, with input from the Steering Committee, felt that if there were existing curriculum materials or guidelines which regulated the job placement personnel in other states, these could perhaps be utilized in Michigan. Upon reviewing the materials from other states, no more than three out of fifty states and the District of Columbia have standards, training, endorsements, certifications, requirements, or testing.

In Table 13, "A" through "H" indicate the questions asked to the state agencies. The "X" in the appropriate box indicates which state requires or offers that standard. Texas and Washington D.C. have placement standards according to our survey.

The following criteria is Texas' requirements for the title of Job Placement Coordinator.

- Masters Degree
- Valid Texas Counselor Certificate
- Professional Vocational Counselor Certificate
- Three years of experience:
  - may include teaching as one year of experience
  - must include a minimum of two years in a wage earning *experience in an occupation for which Vocational Education is being conducted in the public secondary school.

Other state requirements and coursework suggestions are found in the appendix.

* Refers to a certified vocational area.

VOCATIONAL-TECHNICAL EDUCATIONAL SURVEY

TABLE 13

	A	B	C	D	E	F	G	H
Colorado		X						
Florida								
Iowa								
Kansas								
Maryland	X							
Michigan	X							
Missouri						X		
Nebraska					X			
New Jersey	X							
North Dakota								
Oklahoma								
Texas		X	X			X	X	
Washington, D.C.		X	X		X	X	X	
West Virginia	X							
Wyoming								

X = a YES response

Does your state have
- A = program standards for job placement
- B = an endorsement process for job placement personnel
- C = certification process
- D = competency testing for job placement personnel

Does your state require job placement
- E = endorsement
- F = certification
- G = in-service training program
- H = competency testing

TRAINING MODULES

The training models included in this section are the basis for our recommended curriculum. These modules were developed from the survey results, materials from the MPCT program, and recommendations from the steering committee. Project staff grouped the results from all the surveys and developed the six module headings. From the comments and suggestions, the specific objectives were refined. Each module has been developed to fit a two-fold system, in-service and pre-service training.

On page 40, a copy of a proposed pre-service college curriculum is included to give some guidelines to the development of a college level curriculum for job placement personnel. Also, on page 41 is a proposed format for a two day in-service training program.

MODULE I

CONTACTING EMPLOYERS

OBJECTIVES:

— Identify employers in your community who will be targets for job development efforts

— Locate and use information sources for deciding which employers to contact, and for use in presentations to the employers

— Record appropriate and useful information about each target employer

— Decide which methods to use in contacting particular employers

— Use mail, phone, and other methods to make an initial employer contact

— Use effective telephone techniques to introduce yourself to the proper company official, develop the contact, and close the call

MODULE II

MAINTAINING AND EXPANDING EMPLOYER ACCOUNTS

OBJECTIVES:

- Use the basic sales skills involved in maintaining and expanding employer accounts
- Manage employer accounts resulting in repeat business for the job placement service
- Initiate follow-up and service procedures which will increase employer confidence in the job placement service
- Obtain employer evaluations of the job placement service
- Set goals for job development presentations
- Involve employers in school related activities which will result in increased use of the job placement service
- Respond to a legal or technical question asked by an employer
- Use government employment regulations to develop jobs and employer accounts

MODULE III

MARKETING

OBJECTIVES:

— Create a climate for hiring through the school job placement service

— Provide "How to use the job placement service" information

— Target on particular employers

— Persuade

— Reduce resistances

— Disseminate job placement skills

— Increase community and school support of the job placement program

MODULE IV

PLACEMENT RECORD-KEEPING SYSTEMS

OBJECTIVES:

— Identify the purposes of job placement record-keeping system

— Identify the content of an annual job placement report

— Design a job placement record-keeping system

— Select appropriate forms for gathering job placement data

— Identify the basic concepts of job placement form design

— Design a job placement record-keeping storage and retrieval system

— Design a system for keeping track of employer contacts

— Design a job placement referral follow-up system

— Identify the purposes of a local labor market information system

MODULE V

PRE-SCREENING AND REFERRAL

OBJECTIVES:

— Develop an effective system for the assessment of an applicant's employability readiness

— Develop and implement methods for assisting a job applicant to establish a personal environment which is supportive of his/her seeking goals

— Design, develop and implement an effective system to assess and process job orders

— Develop methods to assist job applicants to analyze and compare their needs and skills with the requirements of job orders

— Decide whether or not to refer an applicant to a job and assist an applicant to make decisions relevant to the advisability of accepting a referral

— Develop a method to identify the services to be provided within the job placement system

— Establish or revise a system to identify non-returns and establish job placement as a part of the drop-out identification procedure

— Develop creative in-school and outreach activities to attract students identified as needing assistance from the job placement service

— Develop a follow-up and evaluation system for your program

MODULE VI

SALES TECHNIQUE FOR PLACEMENT PERSONNEL

OBJECTIVES:

— Make a correct introductory statement for a persuasive interview

— Construct direct and indirect questions which will identify the specific hiring needs of the potential employers

— Effectively present features of a job placement program and translate these features into benefits which respond to an employer's needs

— Concretely restate and summarize the needs and benefits discussed throughout a presentation

— Obtain the agreement of the employer that the benefits presented meet the needs that were identified

— Obtain the commitment of the employer to a predetermined course of action

— Respond effectively to objectives which were raised to the use of the job placement service

PRE-SERVICE AND IN-SERVICE TRAINING

As the survey results indicate, job placement personnel recognize the need for training standards and/or credentials for the delivery of job placement services. Business and industry are supportive of the same concept. However concern has been raised as to how these standards or credentials can or will be implemented with current or prospective job placement personnel.

Data collected from job placement practitioners, business and industry personnel, and the placement steering committee suggests that a long-term program of in-service training is the preferred mode of delivery. This approach allows for the tailoring of training programs according to specific needs.

The competencies identified in the training modules section lend well to their inclusion in either a pre-service, college-level curriculum or organized in-services through a training and development center. A college-level curriculum could be developed to include not only specific training in job placement program development and delivery, but also courses from other content areas (e.g. advertising, marketing, etc). A proposed interdisciplinary college curriculum is provided on page 42. These proposed courses constitute areas within current college programs that could facilitate mastery of individual job placement competencies. It includes 2000 hours work experience and preludes the fact that all individuals shall hold or be working towards a teaching certificate. The development and implementation of such a curriculum at four-year institutions could well be enhanced by the creation of job placement standards or certification requirements, endorsed by related professional organizations and emanating from the Michigan Department of Education. As shown with the Michigan four-year institutional survey there is an absence of job placement curricula and programs. This may, in fact, be due to an absence of state-level certification requirements or professional standards for job placement personnel; yet a need exists to provide pre-service opportunities.

An in-service approach to job placement training is practical, relevant and cost-effective. The well-received MPCT training project of the late 1970's is clear evidence that regionalized workshop training for job placement personnel is practical and worthwhile. In-service opportunities, through the Michigan Association for Secondary Placement Personnel, over the past ten years confirm the need and acceptance for professional development. The activities of MPCT and MASPP point to the feasibility and ease of initiating an organized program of professional development opportunities through a training and development center or similar alternative. Additional potential exists to provide in-service training in collaboration with the MASPP fall and spring conference along with other state conferences. A 1986 VECAPS statewide survey of 131 secondary placement personnel showed that 62% belonged to the professional organization MASPP. According to the survey, job

placement personnel place as their major priorities additional in-service training opportunities, job placement program development, implementation management and evaluation. Options for college credit and/or continuing education units, could be incorporated into the in-services.

After analyzing the results of this curriculum study and the VECAPS statewide placement personnel needs assessment, VECAPS shall conduct a two-day pilot workshop resembling the outline found on page 41. The content of this workshop shall focus upon those competencies, particularly those ranked most important, which were identified through this study. A variety of activities shall be designed in addition to the workshop content to evaluate the value of these training workshops: (1) a pre and post assessment, (2) program evaluation, and (3) informal needs assessment regarding future training. Data collected from participants in this pilot workshop shall be incorporated as part of a report with recommendations to the Michigan Department of Education concerning long-term commitments to in-service training.

IN-SERVICE

PLACEMENT TRAINING DRAFT

SAMPLE SESSIONS

First Day

A.M. COMMUNICATIONS *

P.M. LABOR MARKET INFORMATION
LABOR LAWS

Second Day

A.M. SALES TECHNIQUES *
MARKETING

P.m. EVALUATIONS
TOUR OF BUSINESS/INDUSTRY FACILITY **

* Begin each day with a topic that will allow for group discussion.

** End the workshop with some positive interaction with business or industry.

Other topic sessions could include:

Advertising
Dressing for Success
Marketing
Placing the Hard to Place
Testing & Assessment
Time Management
Vocational Guidance

PRE-SERVICE

PLACEMENT CURRICULUM DRAFT

RECOMMENDED COURSE TITLES

	SEMESTER Credit Hours
PRINCIPLES OF VOCATIONAL EDUCATION	3
COORDINATION TECHNIQUES	3
PERSONNEL	3
MARKETING	3
SALESMANSHIP	3
ADVERTISING	3
LEGAL ENVIRONMENT	3
INDIVIDUAL STUDY (a field experience in personnel/human resource development)	3
2000 HOURS OF WORK EXPERIENCE (In appropriate business/industrial setting)	credit/no credit

SHOULD HOLD ONE OF THE FOLLOWING:

-TEACHING CERTIFICATE

-ADMINISTRATIVE CERTIFICATE

-VOCATIONAL CERTIFICATE/AUTHORIZATION

* Each of these titles are listed generically allowing post secondary institutions to adopt this curriculum to course titles in various departments.

Recommendations

The recommendations that follow are provided in light of the findings of the surveys used in validating the job placement competencies. Many conclusions can be drawn from the input of job placement, business and industry personnel. In essence, these groups recognize the need for quality job placement services and trained personnel who understand the needs of employers and job-seekers. Both groups are anxious to see trained practitioners, and desire that organized, long-term professional opportunities occur.

Because of the liability issue in placing individuals, a certificate or set of credentials should to be required. The acquisition of the established credentials/certificate could be based on one or a combination of the following: (1) successful scores on a competency examination, (2) completion of an approved core of clases provided by four-year institutions, (3) successful completion of intense modules of in-service training provided via a training and development center or similar alternative, (4) minimum hours of relevant work experience, (5) job placement experience and (6) deree(s) held by the individual. Job Placement certification could perhaps be organized via the Michigan Teacher Code or similar certifying process that would verify job placement competencies.

1. The Michigan Department of Education must recognize the lack of state-level standards for individuals providing job placement services. Therefore the Department, in collaboration with the Michigan Association of School Placement Personnel and other appropriate professional organizations should determine and/or the credentials and competencies necessary that result in uniform placement standards, certification or credentialing requirements.

2. The Michigan Department of Education must recognize that immediate planning for organized, on-going professional development via a training and development center or similar alternative be initiated. The center would provide academic and continuing education credit opportunities for participants. Funding for professional development must be secured at least in part by the Michigan Department of Education.

3. The Michigan Department of Education and appropriate professional organizations should encourage four-year institutions via teacher education, counselor education, and schools of business to explore the feasibility of developing a professional preparation program for job placement personnel utilizing the identified competencies and suggested interdisciplinary courses for the same. To spur this initiative, the Michigan Department of Education should provide incentive grants to institutions whose commitment would be to develop and implement a program or concentration of study over a period of time around the job placement competencies.

4. The Michigan Department of Education should consider the development of a competency examination for placement personnel which would include the competencies identified in this report. A competency examination would provide placement personnel an opportunity to demonstrate acquired performance skills resulting in verification of credentials/skills to the employer or a credentialing body. More importantly, the examination would delineate individual strengths/weaknesses relative to the competencies and a mechanism for individuals to determine necessary training as a way of upgrading overall professional skills. The examination results could be used by placement personnel to demonstrate job placement proficiency/credentials to local school district officials, the community, and business and industry. The development and implementation of a competency examination, via a training and development center are seen as a necessary vehicle in the skill assessment of job placement personnel.

APPENDIX

Placement steering committee roster

Cover letter for business and industry survey

Business and industry survey

Job placement personnel survey

Cover letter for nationwide survey

Nationwide job placement survey

Definition of terms

Job placement tasks

Comprehensive job placement guidelines

Basic conceptual foundations for job placement

Job placement procedure

Sample job description

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LIVINGSTON CO

336 STRAIGHT AVE. S.W.
GRAND RAPIDS, MICH 49504
PHONE (616) 451-2865

June 3, 1986

To: Member Companies
The Employers' Association

This letter is to ask all members of the Employers' Association to take a few minutes of their time to answer a brief survey.

All of us are concerned with the effectiveness of placement personnel. You can help in the development of more efficient practices for placement personnel through your answers. Place the completed survey in the addressed, postage paid envelope at your earliest convience.

We want the best response possible, therefore we are sending this survey to only the best people.

Sincerely,

Harold P. Roy
Director, Industrial Relations
Gallmeyer & Livingston Company
Vice-Chair, Governmental & Community Assfairs
Grand Rapids Area Chamber of Commerce

HR/kf

Enc.

BUSINESS/INDUSTRY SURVEY

1. Title of person completing this survey. _____

2. Number of employees in your organization. _____ Salaried _____ Hourly

3. Approximately how many employees do you hire each year?

   _____ Salaried _____ Hourly

4. Over the past three years, how many employees have you hired from:

   _____ High School/Vocational & Skill Centers

   _____ Community Colleges (two-year terminal programs)

   _____ Four-year Bachelor Degrees/Post-graduates

5. Do your local school systems provide updated information regarding occupational/educational programs in your geographic area?

   _____ Yes _____ No _____ Somewhat

   Explain: _____

   _____

   _____

6. Have you been contacted by a placement representative from any of the following:

   High School/Vocational/Skill Center

   _____ Yes

   _____ No

   Community College

   _____ Yes

   _____ No

   If yes, the degree in which you have been contacted:

   _____ Too much _____ Adequately _____ Not enough

   Explain: _____

   _____

   _____

7. Please rate the following abilities as to how important you feel these traits are to a successful placement person:

VI = Very Important I = Important NI - Not Important

_____ Ability to make initial contact with a potential employer

_____ Ability to synthesize school curriculum to the related job

_____ Ability to keep current on employer's job openings

_____ Ability to understand employer's hiring standards, policies, work requirements, pay structure, etc.

_____ Ability to coordinate employer's participation in special projects, job fairs, career days, etc.

_____ Ability to market school programs through marketing strategies

_____ Ability to interpret and explain or have knowledge of child labor laws, minimum wage requirements and/or equal opportunity requirements regarding minorities, women, and the handicapped

_____ Ability to communicate to the community or other non-school related groups about various programs

_____ Ability to pre-screen students with regard to the job requirements

_____ Ability to make an overall assessment of a student's employability skills and readiness for placement

_____ Ability to organize a follow-up procedure with students placed and employers.

Additional suggestions: _____

_____

_____

8. Can you briefly describe some characteristics and skills that would make a placement person successful with your organization?

_____

_____

PLACEMENT SURVEY

1. How many years of experience do you have in the following:
   Education _____, Business or Industry _____
   Other _____, please specify _____

2. What is your educational background?

3. What are your strengths that help make you a successful placement person?

4. What courses or topic seminars would you recommend to experienced job placement personnel?

5. What courses or topic seminars would you recommend for placement personnel?

6. What personality traits do you feel would be important for a successful placement person? (i.e. creative, outgoing)

7. What do you see are the future problems that placement personnel will be facing?

8. If you were in charge of licensing or certification of placement personnel, what educational background and/or experience would you require? (i.e. in-service training, competency testing, internship, degree, etc.)

Ferris State College

Center for Occupational Education

School of Education • Big Rapids, MI 49307 • (616) 796-0461, ext. 5711

Vocational Education Counseling and Placement Services

April 17, 1986

Mr. Franklin Arbaugh
State Dept. Public/Instruction
Townsend Building
P.O. Box 2219
Dover, DE 19901

Dear Mr. Arbaugh:

Ferris State College, under the auspices of a grant from the Michigan Department of Education, Vocational-Technical Education Services, is conducting a national survey pertaining to the following three items:

.How to design and implement a secondary job placement program
.Credentialling for secondary job placement personnel
.College curriculum for secondary job placement personnel

We are seeking this information in order to develop a job placement curriculum in our state. Our project is sincerely interested in any legislation, programs, current trends, and/or curriculum pertaining to job placement in your state.

If you could spare a few minutes from your busy schedule to complete the enclosed questionnaire, it would be greatly appreciated. A report with the results from this survey will be forwarded in the near future.

Thank you for sharing your programs and ideas with us. If you have any questions, please do not hesitate to contact me at 616-796-0461 ext 5741 or 1-800-372-6233.

Sincerely,

Jill DeMull
Project Coordinator

JDM/bhm

Enclosures

Vocational Teacher Preparation • Instructional Development • Industrial Trainer Preparation • Vocational Industrial Clubs of America Student Occupational Competency Achievement Testing • Michigan Occupational Competency Assessment Center • Personnel Development • Master of Science in Occupational Education • National Occupational Competency Testing Institute • Michigan Vocational Education Software Information Clearinghouse • Vocational Education Counseling and Placement Services

JOB PLACEMENT SURVEY

Vocational Education Counseling and Placement Services
Center for Occupational Education
Ferris State College

1. Please identify any professional organizations in your state that deal specifically with job placement.

2. Please identify any/all institutions in your state that offer some type of placement curriculum.

3. Does your state have:
   _____program standards for placement
   _____an endorsement process for placement personnel, or
   _____certification process
   _____competency testing for placement personnel

4. Does your state require job placement:
   _____endorsements
   _____certifications
   _____in-service training programs.
   _____competency testing

5. How is secondary job placement structured in your state? (i.e. area placement personnel)

6. Please forward any documents relative to legislation regarding job placement delivery, certification and/or curriculum used in training job placement personnel.

7. Could you direct me to model job placement programs in your state?

Name of Project_____

Contact Person_____

Organization _____

Address _____

_____

Phone _____

We will send you a copy of these findings.

PERSON COMPLETING THIS SURVEY_____

TITLE _____

ADDRESS_____

_____

_____

PHONE _____

Thank you for your cooperation.

DEFINITION OF TERMS*

PLACEMENT is a service which assists individuals in relating their personal qualities, educational experiences, and career goals to career requirements. This process aids individuals in their search for employment and/or continuing education and aids employers and/or educators in facilitating the successful entrance of individuals into careers.

FOLLOW-UP is the systematic collection of relevant data from or about individuals who are products of the placement process. These activities are undertaken to determine the status of individuals, especially concerning their employment situation. It provides feedback information and follow through activities and develops a linkage system to measure the effectiveness of the placement process.

CAREER DEVELOPMENT is the process by which an individual adapts his/her work experiences throughout life to changes in economic opportunity, economic pressure, and techno-change or to changes in his/her personal abilities, needs or preferences.

CAREER EDUCATION covers the experiences through which an individual learns about and prepares to engage in work as part of his/her way of living.

CAREER COUNSELING is the service provided by trained counselors, frequently within the public school system, to help clients select suitable work, to prepare for such work, and to find work.

COMMUNITY RESOURCES refers to individuals, groups, or corporations who can support the placement process by providing information about or access to the world of work.

* These definitions represent a consensus of the New Jersey Seminar "A Model Training Program for Placement Specialists."

EMPLOYABILITY is the measurement of the ease with which an individual with education and/or work record can secure paid employment.

AN ENTRY-LEVEL JOB is the first step on any career ladder. It usually requires no previous paid full-time employment experience and is the initial job that a person takes when he/she enters the job market.

A JOB BANK is a listing, frequently computerized, of all employment opportunities in a locality. A function of the U. S. Employment Services, it is found in all fifty states.

JOB DEVELOPMENT involves the activities of placement specialists/or counselors designed to encourage employers to define additional jobs that need to be filled.

A JOB ORDER is a notice from an employer to a placement counselor of the availability of a position and the qualifications/experience necessary for the position.

VOCATIONAL EDUCATION consists of systematic learning experience which are designed to fit individuals for gainful employment in recognized occupations. It includes guidance and counseling in connection with the training and other instruction directly related to an occupation. Excluded are programs designed primarily to fit individuals for employment in occupations which are considered professional, require a baccalaureate or higher degree, or are designed primarily as general education.

FINAL LIST OF TASKS

Task No.	Task Description
1	Decide how to make an initial contact with a potential employer.
2	Plan and conduct surveys of employers in the community to assess hiring needs, job qualifications, working conditions, willingness to hire students, interest in use of the school placement services, etc.
3	Identify a prospective employer's employment needs that you could meet as a way of providing services and developing a good relationship which would result in job orders.
4	Identify and use contacts in the business community and in civic organizations to facilitate contacts with employers and their use of the school placement program.
5	Explain to an employer the contents of various school courses and the skills acquired in them as they relate to a job, entry or skill requirements, hiring standards, or personnel assignment.
6	Convince an employer to list job openings with the school placement service.
7	Find out which employers in the community have current job openings for which students might qualify.
8	Find out from trade or business associations or from informal employer networks which employers are likely to be hiring in the future in jobs for which students might qualify.
9	Find out from an employer what job openings she/he has, hiring standards and job qualifications, work requirements, pay, work conditions, fringe benefits, career or advancement ladders, relevant personnel policies, etc.
10	Obtain information from local unions about job openings and occupational requirements, help in getting job orders, or participation in special projects (job fair, job familiarization).

11	Obtain statistics which show the employability, placement potential, and/or advantages of hiring students through your program, and put them in a form to display to prospective employers.
12	Prepare a portfolio to illustrate or help sell your program for use in making presentations to prospective employers.
13	Identify and contact employers with affirmative action programs to tell them how the school placement program can help.
14	Use affirmative action needs of employers as a way of convincing them to use the school's placement services.
15	Respond effectively to an employer's negative attitude toward the school, its students, or programs.
16	Provide information ot an employer about occupational safety and health requirements.
17	Consult with employers to restructure jobs in order to hire students.
18	Persuade an employer to hire a high school student for a job which was usually filled with older or more experienced workers.
19	Use some strategy to convince an employer to hire a student who has a poor school record, behavioral record, unattractive appearance, physical or mental handicap or other disadvantagement.
20	Convince an employer to hire a male student in a traditionally female occupation or vice versa.
21	Obtain all relevant information when taking a job order.
22	Advise an employer about the provisions, protection, advantages, and methods of participation under Michigan's second injury law.
23	Explain to employers child labor laws, minimum wage requirements, and/or equal opportunity requirements regarding minorities, women, and the handicapped.
24	Prepare and deliver speeches and/or other presentations to community or other nonschool groups.

25 Assess a job opening with regard to the requirements of child labor and minimum wage laws.

26 Plan a public relations or information campaign to facilitate or increase use of the job placement program and/or the successful employment of students.

27 Manage the writing of a copy and the design of art work for placement promotional materials.

28 Design or select audiovisual materials for use in classes, meetings, presentations, or media advertising.

29 Write press releases and get them used by the media.

30 Gain the support or interest of local media for free or low cost publicity.

31 Plan and prepare a periodic newsletter for distribution to students, staff, parents, community, and/or employers.

32 Explain job placement services to students.

33 Identify and locate graduates who need a job and get them to come in for the job placement services.

34 Inform students' parents about ways in which they can support or help their children get jobs.

35 Collect systematic information from student body on needs for placement services, career development and/or employability skills.

36 Make an overall assessment of a student's employability skills and readiness for placement.

37 Inform students about the prospects for immediate, short-term and long-term employment in various occupations.

38 Assess a student's ability to search effectively for a job.

39 Make contact with a student's immediate supervisor to follow up on a placement, identify problems, help resolve problems, and/or get early information about potential job openings.

40 Inform students about the requirements for a civil service position.

41	Explain to students how to apply for federal, state, or local civil service positions and what the process of getting a civil service job involves.
42	Refer students to MESC and explain how to apply for services.
43	Teach or advise students about what questions to ask and how to ask questions in an employment intervies.
44	Teach or advise students about how to take employment tests.
45	Initiate, plan, or present in-service training relevant to job placement to school staff.
46	Assist in planning and conducting placement program staff meetings.
47	Establish the roles and functions of a placement advisory committee and communicate them to the committee.
48	Establish and maintain a system for routing job orders to staff and students who migh fill the orders.
49	Monitor and follow up on job orders to see that they are filled promptly.
50	Design forms, establish and maintain a records system for keeping track of students, their vocational, educational, and personal data, and the job placement services they have received or are scheduled to receive.
51	Arrange for specific telephone line and staff responsibilities to receive and process employer calls.

COMPREHENSIVE PLACEMENT GUIDELINES

Placement and follow-up services should:

- Meet the needs of the clients.
- Be provided at no cost to the client and without regard to sex, color, physical or mental handicaps.
- Be provided on a continuing basis.
- Extend all existing placement and follow-up efforts.
- Capitalize on all existing placement and follow-up linkages.
- Increase career opportunities by facilitating access to jobs/training.

Placement and follow-up services should:

- Be centrally coordinated within an organization.
- Serve as a clearinghouse for career information.
- Be formally structured.
- Be interrelated and mutually supportive.
- Make fullest possible use of other youth employment assistance services in the community.
- Encourage active volunteer participating by labor, business, government, industry, and professions.

A REVIEW OF BASIC CONCEPTUAL FOUNDATIONS FOR PLACEMENT FOR PLACEMENT

Anticipated outcomes of a well developed, fully implemented placement and follow-up system include:

- The securing of information to improve

  instructional content
  instructional methodologies and aids
  criteria for placement of students in programs
  equipment and supplies
  institutional management

- Contact with business, industry, other agencies, and individuals to heighten awareness of vocational/career education and promote greater understanding of vocational/career education.

- Organized student record systems.

- Improved program planning.

- Cooperation among other agencies or institutions.

- Cooperation among individuyals in community, education, labor, industry and government.

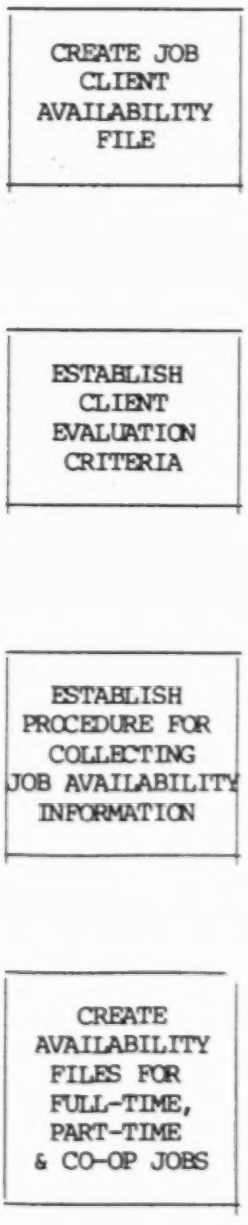
- Better communications and linkages.

A placement system must be designed to be comprehensive so that assistance may be provided for any person who seeks to reach a new level on the career ladder. Since the primary objective of vocational/career education is meaningful employment, emphasis is placed upon this service. It is essential to realize also that placement assistance is vital for those who seek advancement to higher levels of education.

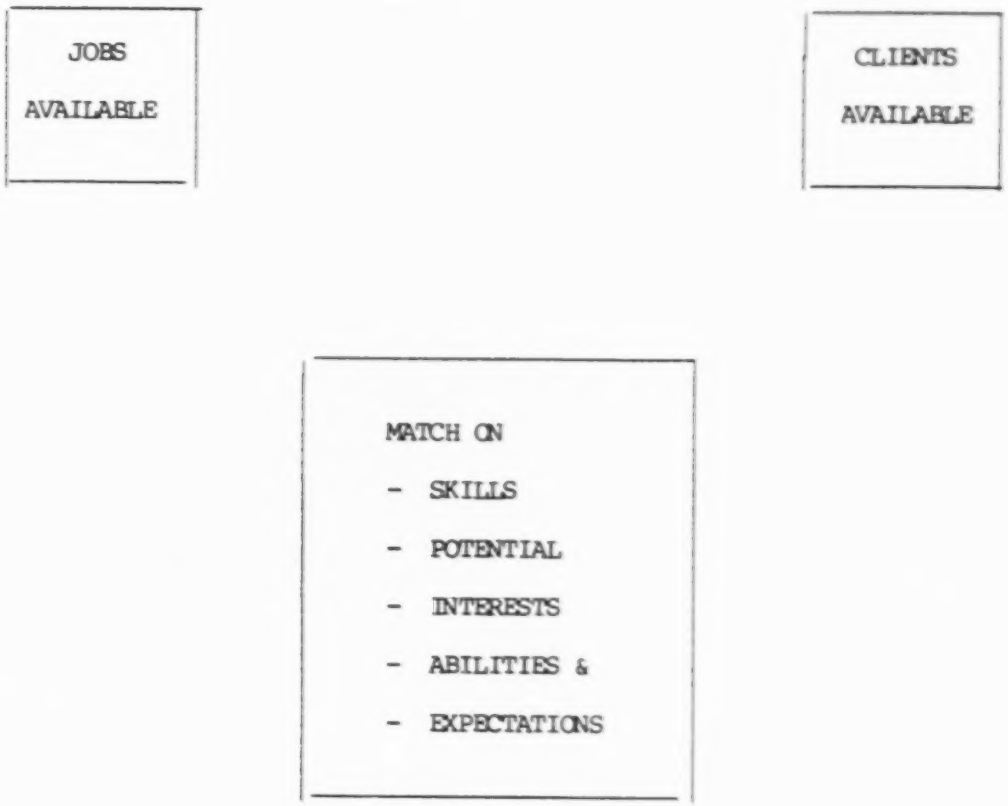
A placement service provides immediate feedback by identifying individuals who have attained their career objective and those who are still working toward an objective. A placement service is one means of putting educators in contact with key community persons. These contacts can provide valuable input so that the needs of individuals, business, industry, educational agencies, and other agencies (i.e. prime sponsors, labor unions, Chambers of Commerce, social service groups) may be addressed. Their input to schools affects planning, program management, curriculum, counseling activities, and public relations. Interaction among these groups can be vital.

JOB PLACEMENT SYSTEM

PLACEMENT SPECIALIST'S PROCEDURE


CREATE JOB CLIENT AVAILABILITY FILE
ESTABLISH CLIENT EVALUATION CRITERIA
ESTABLISH PROCEDURE FOR COLLECTING JOB AVAILABILITY INFORMATION
CREATE AVAILABILITY FILES FOR FULL-TIME, PART-TIME & CO-OP JOBS

JOB PLACEMENT SYSTEM
PLACEMENT SPECIALIST'S PROCEDURE
(CONT'D)



SAMPLE JOB DESCRIPTION: PLACEMENT COORDINATOR/DIRECTOR

Responsibilities and Duties

1. Coordinate career assistance and placement service program.

   a. Cooperate with other school departments, especially counselors.

   b. Develop and carry out public relations efforts in the schools and communities, including working with placement advisory committees, other local schools, and employer groups.

   c. Systematically acquire and update local employment sources.

2. Prepare students for employment.

   a. Conduct studies as necessary to identify student needs for specific career assistance and placement services.

   b. Develop methods and materials for pre-employment preparation of students both individually and in groups.

   c. Assist counseling staff with information on career planning and the labor market.

3. Operate placement office to effectively serve students, employers, and school staff.

   a. Assist clients to prepare for and obtain jobs through personal interviews, telephone and mail contacts; post opportunities and notices to faculty.

   b. Develop job opportunities for clients through contacts with visits to and from employers.

   c. Complete all necessary placement operations, including follow-up of referrals, updating registrant files and job orders, and accurately recording all office activities.

4. Evaluate and improve the placement program.

   a. Continually evaluate placement methods, policies, and activities through surveys, analysis of office activity records, and cost review.

   b. Participate in the design and analysis of school follow-up studies to obtain evaluative feedback.

   c. Prepare an annual report detailing operation and evaluation of the placement program.

JOB DESCRIPTIONS FOR PLACEMENT COORDINATORS, PLACEMENT SPECIALISTS, AND THE COORDINATOR OF PLACEMENT

The description includes minimum qualifications, line of authority, job summary, and duties and responsibilities.

TITLE: School-based Placement Specialist

MINIMUM QUALIFICATIONS:

Certified Occupational/Placement Specialist, Florida Teachers Certificate desirable but not essential, two years experience in field survey operations, or a well documented resume in allied or related field (preferred).

RESPONSIBLE TO:

Director of Career Education via school-based principals.

JOB SUMMARY:

Coordinates, at the school level, with the school-based Placement Coordinator, with emphasis on Job Opportunity interviews and business community contacts.

DUTIES AND RESPONSIBILITIES:

Assumes a routine responsibility of regular contacts with community agencies and employers and employees in the interest of placement stations and informal feedback for the school-based assigned.

Conducts pre-employment interviews and employer-specific counseling for students entering the world-of-work form the school-based assigned.

Functions as the transitional liaison between the school and the business community essentially representing employers in the eyes of students and students from the viewpoint of the employers.

Assists in the overall implementation of the placement and follow up program.

Becomes the principle vehicle for field work associated with early leavers.

Assists in the design, development, and implementation of sub-studies or other special services related to placement and follow-up that would be requested by various school officials for the Alachua County School Board.

Performs the Job Opportunity Study and Early-Leaver Study.

TITLE: School-based Placement Coordinator

MINIMUM QUALIFICATION:

Master's Degree or beyond in Guidance and Counseling and State of Florida Certification in this field.

RESPONSIBLE TO:

Principal of based secondary school.

Texas Education Agency
1701 NORTH CONGRESS AVENUE AUSTIN, TEXAS 78701-1494 (512) 463-9734

October 14, 1986

Ms. Jill DeMull
VECAPS-Project Coordinator
200 School of Education
Ferris State College
Big Rapids, MI 49307

Dear Ms. DeMull:

Currently in Texas, the certification requirements for a job placement coordinator are as follows:

- Master's degree
- Valid Texas Vocational Counselor Certificate
- Valid Professional Counselor Certificate
- A combination of three years of experience, which may include teaching experience, and not less than two years of wage-earning experience in an occupation(s) for which vocational education is being conducted in the public secondary schools.

I have enclosed a listing of the specific courses required for certification as a vocational counselor in Texas. As many school districts in Texas do not have a job placement coordinator, the duties and responsibilities are performed by the vocational counselor.

Thank you for the inquiry and should you need any further information, please contact me.

Sincerely,

Sylvia J. Clark

Sylvia J. Clark
Occupational Education Specialist
Vocational Guidance Programs

VOCATIONAL GUIDANCE PERSONNEL

The following is a list of specified courses that may be offered by the universities approved by the Texas Education Agency for the certification of Vocational Guidance Personnel:

Texas Education Agency Title	Assignment	East Texas State Univ.	Sam Houston State Univ.	Prairie View A&M Univ.	Texas A&M Univ.	North Texas State Univ.	Southwest Texas State Univ.
History and Principles of Vocational Education - A study of the basic prihciples involved in the development and operation of vocational education programs, services and activities under Federal and Texas laws.	All Personnel	Vo. Ed. 579	V. E. 575	I. E. 823	IDED 601	EDVT 543	Ed. 3303 or 5303 Aims & Objectives Ag. Ed. 5320
Planning and Organizing Programs of Vocational Guidance - Purposes and functions of a guidance program. Group guidance procedures. Components of a vocational guidance program. Techniques of providing vocational guidance services for elementary and secondary students and adults.	All Personnel	Guidance 523	V. E. 585	I. E. 813	IDED 612	EDVT 540	Ag. Ed. 5331
Occupational and Vocational Education Information - A study of methods for development, organization and dissemination of occupational information.	All Personnel	Guidance 512	V. E. 562	I. E. 833	Ed. Psychology 632	EDVT 541	Ed. 5355.
Identification, Placement and Follow-up	All Personnel	Guidance 517	V. E. 567	I. E. 570	IDED 611	EDVT 542	Ed. 5354

ARTHUR L. MALLORY
Commissioner

Area Code 314
751-6875

State of Missouri
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
P.O. BOX 480
JEFFERSON CITY, MISSOURI 65102

October 16, 1986

Jill DeMull
VECAPS Project Coordinator
200 School of Education
Ferris State College
Big Rapids, MI 49307

Dear Ms. DeMull:

This communication is in response to your memo of 10-8-86 requesting information on certification for placement personnel.

At the present time the qualifications for a local job developlment and placement specialist are as follows: "Individuals shall be certified as a vocational guidance counselor, or be certified as a vocational teacher, or possess a minimum of one year of appropriate business or industrial experience which uniquely qualifies the individual for this position."

Missouri is currently in the process of developing new certification requirements for placement coordinators, but these requirements have not been finalized.

Sincerely,

William E. Brandt

William E. Brandt, Ph.D.
Supervisor
Guidance and Placement Services

db

Office of the
Deputy Superintendent

Division of
Student Services

415 12th Street, N.W. Washington, D.C. 20004

October 27, 1986

Ms. Jill DeMull
VECAPS Project Coordinator
200 School of Education
Ferris State College
Big Rapids, MI 49307

Dear Ms. DeMull:

To respond to your request we have enclosed a summary of certification requirements for Career Placement Specialist.

For further information on the Career Placement Specialist position please contact Dr. Susie Morgan, Director Career Planning and Placement, Division of Career and Adult Education, D.C. Public Schools, Browne Junior High School, 26th and Benning Road N.E., Washington, D.C. 20002 (202-724-2088).

I hope this information will assist you.

Sincerely,

John W. Porter
Assistant Director
Guidance and Counseling Branch

/fw

Enclosure

cc: Dr. Susie Morgan

Career Placement Specialist are Certified Based on the Following Criteria:

Masters Degree in fields such as Education, Counseling, Administration.

Experience:

3 years general
2 years specialized

Experience should include:

— Experience in private industry

— Demonstrated knowledge of principles and techniques in social and allied sciences

— Demonstrated knowledge of placement methodologies

Note: Summary prepared by John W. Porter from telecons, Dr. Hogan, Career Development and Certifications Branch 10/27/86.

STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL AND STATE LAW

Ferris State College

Ferris State College hereby agrees that it will comply with all Federal and Michigan Laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education and the Michigan Department of Education. It is the policy of this organization that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subject to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. or Michigan Department of Education.